

U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools): ☐ Charter ☒ Title 1 ☐ Magnet ☐ Choice
(Check all that apply, if any)

Name of Principal: Mr. Howard Hampton

Official School Name: Bishop Elementary

School Mailing Address: 2204 SW Bishop Road
 Lawton, OK 73505-0876

County: Comanche State School Code Number: 16 C049 105

Telephone: (580) 353-4870 E-mail: hamptonh@bishop.k12.ok.us

Fax: (580) 353-4879 Web URL: www.bishop.k12.ok.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Mr. Howard Hampton Superintendent e-mail: hamptonh@bishop.k12.ok.us

District Name: Bishop Public Schools District Phone: (580) 353-4879

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Greg Seabolt

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 1 Elementary schools
(per district designation) 0 Middle/Junior high schools
0 High schools
0 K-12 schools
1 Total schools in district
2. District per-pupil expenditure: 8423

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Rural
4. Number of years the principal has been in her/his position at this school: 12
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	37	27	64		6	19	24	43
K	44	24	68		7	0	0	0
1	39	41	80		8	0	0	0
2	29	29	58		9	0	0	0
3	29	27	56		10	0	0	0
4	39	25	64		11	0	0	0
5	34	24	58		12	0	0	0
Total in Applying School:								491

6. Racial/ethnic composition of the school: 4 % American Indian or Alaska Native
2 % Asian
27 % Black or African American
21 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
37 % White
9 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 21%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1, 2009 until the end of the school year.	34
(2)	Number of students who transferred from the school after October 1, 2009 until the end of the school year.	67
(3)	Total of all transferred students [sum of rows (1) and (2)].	101
(4)	Total number of students in the school as of October 1, 2009	491
(5)	Total transferred students in row (3) divided by total students in row (4).	0.21
(6)	Amount in row (5) multiplied by 100.	21

8. Percent limited English proficient students in the school: 0%

Total number of limited English proficient students in the school: 0

Number of languages represented, not including English: 0

Specify languages:

9. Percent of students eligible for free/reduced-priced meals:

60%

Total number of students who qualify:

294

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services:

7%

Total number of students served:

72

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>5</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>9</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>24</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>29</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>4</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>23</u>	<u>0</u>
Special resource teachers/specialists	<u>12</u>	<u>0</u>
Paraprofessionals	<u>5</u>	<u>0</u>
Support staff	<u>8</u>	<u>4</u>
Total number	<u>49</u>	<u>4</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:

21:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	96%	97%	96%	96%	96%
Daily teacher attendance	96%	97%	96%	96%	96%
Teacher turnover rate	0%	6%	21%	3%	7%
High school graduation rate	%	%	%	%	%

If these data are not available, explain and provide reasonable estimates.

In 2007-2008 the teacher turnover rate was high due to teacher retirement and relocations for the military and pharmacy school.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

PART III - SUMMARY

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Bishop Elementary School is a dependent school district that is located in Comanche County in the southwest corner of Oklahoma. Established in 1902, Bishop has been serving the Lawton-Ft. Sill community for over 100 years. Bishop is an accredited elementary school district with students in pre-kindergarten through sixth grade. Due to Base Closure and Realignment Commission (BRAC), Lawton-Ft Sill has recently seen an influx of soldiers which has steadily increased the school's enrollment over the past few years. Fifty percent of the student population has either one or both parents serving in the military. Some of those serving are presently deployed. Currently Bishop School has 490 students enrolled with over 60% of them qualifying for free or reduced cost meals. We believe that the ethic of hard work from the students, faculty and staff is a major factor in the success of the school. Bishop is making great strides in meeting our goal of improving student achievement with high expectations, highly qualified teachers, and support from the parents and community.

The district's vision and mission statement provide a clear picture of the educational goal for the school. The vision statement is "Bishop School will provide all students in every classroom an opportunity to learn. All faculty and staff will set high expectations of achievement and clear standards of conduct for all learners." The mission statement is "Bishop School will educate all students to become independent, lifelong readers and responsible citizens". Establishing positive relationships between students, parents, teachers and staff has promoted enthusiastic attitudes toward learning and success. Our staff is confident that all students can and will learn when provided the best practices of instruction along with the opportunities and expectations to excel.

Bishop has progressed dramatically since its years as a one room school house to a facility with twenty-three classrooms in addition to a library, learning lab, literacy lab, music room, gym and two computer labs. In addition to growing in size, the instructional methods at Bishop have been progressively refined. One hundred percent of the curriculum, teaching materials, and technology are research-based, data-driven and developmentally appropriate. By participating in the most up-to-date research based professional development, the faculty and staff at Bishop are "highly qualified" to meet the educational needs of every student.

Working diligently to create and maintain higher standards for learning is integral to Bishop being the recipient of several awards recognizing student achievement. The most significant award that Bishop Elementary School has received is the Oklahoma Academic Achievement Award. The award is based on student achievement on the Oklahoma Core Curriculum Test. Bishop School placed second in 2010 and third in 2009. In addition, Bishop has been recognized as the Oklahoma Rural Elementary School Academic State Champion Division III for 2010 and 2009. Bishop's Academic Performance Index scores have exceeded the statewide performance benchmarks. We are certain that by persistently capitalizing on the cohesive dedication of the teachers, staff, students, and parents our academic success will continue.

Bishop is rich with cultural diversity, and we provide opportunities to help our students meet their potential. At Bishop a strong sense of community is a profoundly important part of being a successful school, and active parental involvement is a large component of that. Parents and other volunteers are given a t-shirt and recognized at a luncheon each year. Via collaboration between parents, students, teachers and staff, Bishop School has developed traditions which create an inviting and nurturing atmosphere for everyone. Parents have the opportunity to participate in a multitude of activities throughout the school year. Some of the school traditions are Back to School Night, Open House, All About Achievement Night, Black History Program, Native American Cultural Fair, Parent Nights for math and reading, Breakfast Blowout, Grandparents Day Breakfast, Muffins for Mom, Donuts for Dad, Thanksgiving and Christmas Dinner. Parents are strongly encouraged to spend time at school and home reading with their children. Some traditions have been developed over the last six years that reward the students for their personal achievements in certain areas of academics. Each year students receive awards for the school spelling bee and geography bee. Awards are also given to students who excel in the Accelerated Reader and Math Programs. At the end of the school year Bishop chooses two or three Top Dogs for each grade level. Top Dogs are chosen based on credits for academic and behavioral skills mastered throughout the school year. Through the years students and parents have participated in various educational field trips such as the Oklahoma Bombing Memorial and the Omniplex Science Museum. The collaborative efforts of everyone involved at Bishop Elementary School have one common objective - to meet the educational needs of all students so they can be successful life-long learners.

1. Assessment Results:

The state of Oklahoma bases Adequate Yearly Progress (AYP) on the results of the Oklahoma Core Curriculum Tests (OCCT). Students in third through sixth grades are required to be assessed annually with the OCCT criterion referenced test. Alternative tests, the OMAAP and the OAAP, have been developed for students who are on an Individualized Education Plan. Grades three, four and six students take reading and math assessments. Fifth grade students are assessed on reading, math, writing, science and social studies. The testing population is classified into four divisions: Advanced, Proficient, Limited Knowledge and Unsatisfactory. To be recognized as proficient, students must have a score of 700 or higher on the reading and math portions of the OCCT. Oklahoma uses the Academic Performance Index (API), which is a numeric scaled score that ranges from 0 - 1500, to measure if a school has made AYP. Results of the reading and math OCCT and attendance rates are the components used to determine if a school has made AYP. If the performance benchmarks are met according to the API, the school will be defined as making AYP. The Oklahoma state performance benchmarks have increased each year and will continue to go up until the year 2015. Currently, the state AYP benchmark target scores are 1074 for math and 1060 for reading. At Bishop School we have worked diligently to exceed the state performance benchmarks to make Adequate Yearly Progress. According to our Oklahoma state report card, for the past five years our scores have surpassed the state average for both math and reading in all grade levels. Additional information regarding the state of Oklahoma's testing program can be reviewed on the Oklahoma State Department of Education website at <http://www.sde.state.ok.us>.

The math and reading data signifies that Bishop Elementary School's academic achievement is meeting the standards set by the state of Oklahoma. The percent data in the tables indicates that there is an overall trend increase for the first three years. However, there is an exception for the years 2008-2009 and 2009-2010. The Lawton-Ft. Sill community experienced an influx of families due to Base Closure and Realignment Commission (BRAC). As a result, at the beginning of the 2008-2009 school year Bishop gained about one hundred more students. With the increase of students came the hiring of entry year teachers. In 2009 the Oklahoma State Department of Education changed the state test cut scores, which resulted in students having to answer more questions correctly to score proficient. The change in cut scores is a definite factor to consider when noting that Bishop's scores indicate a decrease in 2009-2010 compared to previous years. Even though the combinations of increases and changes have affected Bishop's scores, we are still continuing to reach high levels of academic success.

Precise trends are noticeable for reading and math when comparing Bishop School's disaggregated data of all students to that of various subgroups. The math data for all grades suggests that across-the-board the achievement is high with minimal percentage gaps. For the majority, math subgroup percentages are consistently higher than or the same as those of all students. Overall, the percentages for reading appear to be relatively high for all grades. However, there is an inconsistent fluctuation of percentages when comparing all students to the subgroups. The reading data implies that there are extensive achievement gaps in instruction among certain subgroups. Collectively, the data indicates that we need to continue to make academic improvements with a specific focus on the subgroups that have prominent gaps.

Bishop School has several instructional strategies that have been put into place to close achievement gaps in math and reading. Students are participating in small group guided reading and math activities that focus on mastery of skills. During the small group time extra certified teachers are going into the classrooms to assist or tutor. Technology is another resource that teachers can use at Bishop to meet the needs of the students. Each teacher has a time allotted to take students to the computer lab. In the lab students have the opportunity to work on reading and math skills with a variety of research-based programs proven to increase learning. Reading and math tutoring sessions with certified teachers are also available for all students. The one-hour tutoring sessions are after school four days per week. A Summer Reading Academy and summer school activities that focus on reading and math are also available for students. At Bishop we know it is pertinent to have minimum

achievement gaps in all areas of instruction, and we recognize the benefits of working collaboratively to bridge those gaps. Bishop Elementary School will continue its expectation of demonstrating strong academic achievement by employing data-driven instruction that meets the individual needs of our diverse student population.

2. Using Assessment Results:

Data-driven instruction is a significant component of our academic success at Bishop Elementary School. All students are given grade level-appropriate assessments during the school year, and the assessments are analyzed in grade-level team meetings. We know that differentiating instruction for students is imperative for success in all grade levels. Cognitive dialogue and reflective planning among teachers concerning results of the various assessments ensure that effective instructional strategies are put into place.

There are a variety of assessments utilized at Bishop School such as Literacy First, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), STAR Reading and Math, Measures of Academic Progress (MAP), Iowa Test of Basic Skills (ITBS), monthly Formative Assessments, Alpha Plus Benchmark Tests, and the OCCT. Grade level and team meetings are held throughout the year to evaluate the data results and monitor progress of all students as well as at-risk students. Disaggregated data from the assessments is used to determine which students need extra tutoring and to develop a plan of action for success.

Professional development has been provided to our teachers for interpretation of testing data which aids in the process of differentiating instruction. The teachers have been trained by Educational Development and Instructional Team (EDIT) on how to interpret OCCT data to find areas of instruction on which to focus. In addition, a representative from Alpha Plus Learning Systems, Inc. comes to Bishop School one or two times per year to assist teachers in analyzing benchmark test data. The training has proven to be an advantage because all of the teachers are eager to analyze their data and use it to capitalize on instructional strategies. Information gathered from the data is used to determine strengths and weaknesses. Then administrators and teachers work together collaboratively to individualize the instruction based on the learning needs of the students.

3. Communicating Assessment Results:

Active communication and participation between everyone involved with Bishop Elementary School is important when trying to understand assessment data. We provide a variety of opportunities throughout the year for collaboration between students, parents, teachers, and people from the community. In addition, teachers are encouraged to keep positive open communication with all parents concerning their children.

At Bishop School we have Math and Reading Parent Nights. On these nights parents are informed of certain school-wide data and invited to sign their children up for tutoring sessions. We also have “All About Achievement Night” during which we show a power point presentation explaining the school’s Academic Performance and Accountability Data and give an overview of how to read the results of the OCCT. Motivational guest speakers, who are prominent leaders in the community, are invited to speak at several of the parent nights and at assemblies we have for the students. The speakers encourage the students, parents, and teachers to do and be their best in every area of their lives.

When the assessment data has been analyzed the teachers create individual skill sheets for students. The skill sheets consist of a list of objectives that the student needs to work toward mastering. The skill sheets are utilized by the student, classroom teacher, resource teachers, and computer lab teachers to assure the student is working on specific skills. Teachers share assessment data results with parents and send the individual skill sheets home with them. Students can then practice their skills at home using computer resources such as Study Island. Information regarding students is communicated on a regular basis via telephone, e-mail or person to person conference. Official parent/teacher conferences are held two times per school year. However, teachers schedule conferences throughout the year as needed to discuss student progress and achievement success. Knowing where the student is academically and where he/she needs to be is imperative. It is our goal at Bishop Elementary School to make sure that parents and students understand the assessment data and know what skills should be practiced.

4. Sharing Lessons Learned:

The faculty and staff at Bishop Elementary School are always eager to share instructional strategies that we have found to work in the classroom. It is our consistent family-like collaboration that makes our school unique. Not only in staff meetings, but on a daily basis one can see and hear teachers sharing lessons and hands-on activities that are meaningful to students. In addition, the teachers are always willing to help each other through observations or team teaching. This enthusiastic attitude amongst our teachers and staff is carried over to other schools that are not in Bishop's school district.

Sharing knowledge is a common strand in the education process at Bishop School. Administrators and teachers from other schools are encouraged to come to Bishop to observe lessons, borrow materials, and participate in professional development. All of the teachers at Bishop Elementary School have been trained in the Literacy First Process, and we often receive requests for other teachers and administrators to observe in the classrooms that have implemented the process. We believe that education is a team effort, and we gladly extend them the invitation to observe. At Bishop we have a wealth of teaching materials, and at times we have loaned some of them to administrators from other schools. Professional development is a requirement for all schools. At times teachers from Bishop have instructed a workshop for the staff or for other schools. If Bishop School sponsors a professional development workshop, we invite other staff and faculty outside the district to attend. Collaboration with a local university is another way we share lessons learned. Aspiring teachers from our local university observe and do their student teaching at Bishop School. They practice instructional strategies under the supervision of an experienced mentor teacher.

At Bishop Elementary School we believe that effective collaboration and consistent educational dialogue among teachers will cause an increase in student achievement. In our endeavor to share teaching experiences with others we have learned productive strategies from them. We know that there is always room for growth and sharing our educational strengths helps us to become better teachers and people.

1. Curriculum:

The infrastructure of Bishop Elementary School's curriculum is the Oklahoma Priority Academic Student Skills (PASS), which is designed by the state of Oklahoma. PASS is a detailed list of subject-area academic standards that are relevant to each grade level. The state of Oklahoma is in the beginning stages of implementing the Common Core Standards, and we will be phasing those standards into our curriculum over the next few years. The expectation has been to teach PASS in all curriculum areas in a logical sequence through systematic and explicit instruction. That expectation will continue as we phase in the Common Core Standards. Bishop's curriculum consists of reading/language arts, math, social studies, science, technology, music/visual arts and physical education/health/nutrition.

The curriculum at Bishop has been aligned by the teachers to maintain continuity between grades. Pacing calendars have been developed, and are revised each year, to aid in the alignment process. Pacing calendars are used as a guideline for when a particular skill should be taught. Teachers utilize research-based instructional strategies and materials to deliver the lessons to the students. At Bishop we strive to have a balanced curriculum to meet the needs of individual students. We actively engage students in hands-on activities that assist them in acquiring an understanding of challenging concepts. Students participate in flexible groups for guided reading and small group math lessons where instruction hones in on skills that need to be mastered. The teachers use a variety of manipulatives, graphic organizers and technology in combination with higher level thinking skills to help students make the necessary connections for successful learning.

The reading program involves a two-hour block of time that consists of numerous resources and hands-on activities, which are used to teach the following areas of reading: phonemic awareness, phonics, vocabulary, fluency, comprehension and spelling. *Harcourt: Story Town* is used in conjunction with the *Literacy First* process, Accelerated Reader, *Tampa Reads*, Mountain Language, *Rigby Readers*, *National Geographic Windows on Literacy* and Theme books and Trade books designated for appropriate grade levels. Reading skills are also taught with various magazines like *National Geographic Explorer* and *Scholastic: Storyworks* and *Scope*. At Bishop the students are immersed in rich experiences that create a strong reading foundation that is built upon so they can become fluent readers.

The math program has a block of time that ranges from one and a half to two hours depending on the grade level. During this block of time the students are actively involved in hands-on activities conjoined with manipulatives that can introduce and reinforce math skills. The math curriculum consists of *Everyday Mathematics*, *Mountain Math* and Accelerated Math. Magazines such as *Scholastic: Math* and *DynaMath* are additional resources used by the teachers. The math instruction at Bishop is developmentally appropriate and provides opportunities for students to make real world associations to assure high levels of mathematical understanding.

At Bishop, technology, social studies and science curriculums are integrated with reading and math. Technology consists of a variety of computer programs that provide assessment and individualized instruction for enrichment or remediation. Bishop has two computer labs and computers in every classroom. Third through sixth grade classrooms are equipped with a smart board and an elmo to assist with the technological aspects of the learning process. Social studies and science are taught in combination with reading and math skills. For example, the teachers may use the *National Geographic* books and magazines to teach content and reading skills. *Science Weekly* is a resource that teachers use to supplement science instruction that integrates reading, writing, math, science and technology with a hands-on approach for kindergarten through sixth grades.

The music/visual arts curriculum is aligned to the Oklahoma PASS and resources such as *Music Express* and *Activate* are utilized. The students learn to read music, study music from other countries, and learn about Broadway musicals. They also partake in multicultural, Christmas and many other programs during the year. The students in pre-kindergarten through second grades participate in music every day, and third through sixth

grades participate two or three times per week. The students are also provided the option to join the Singing Bulldogs and learn to play the keyboard or chimes. During the year students also learn visual art mediums.

Physical Education is available to all students. Some of the activities that students can participate in are fitness gram, Players in Progress (PIPS), archery, basketball and walking the concrete quarter of a mile track. Health and nutrition are also taught. Each year Bishop School sponsors a health fair, during which students visit different health and safety booths presented by various members of the community.

At Bishop Elementary School we believe there are no limits when it comes to student learning. The teachers continually use their resources to go above and beyond, as they broaden the learning experiences for the students.

2. Reading/English:

The reading curriculum at Bishop School concentrates on phonemic awareness, phonics, vocabulary, fluency, comprehension and spelling. The teachers integrate Bloom's Taxonomy to ensure that higher level thinking skills are incorporated within the lessons. The district has adopted *Harcourt: Story Town* as the reading series for Bishop School. *Story Town* was adopted because it follows Oklahoma PASS, includes leveled readers for guided reading, and has center activities. Teachers integrate *Story Town* with the *Literacy First* process. *Literacy First* requires flexible grouping with hands-on activities and games for teaching and reinforcing the areas of reading. At Bishop School we value the importance of accommodating small flexible groups and guided reading for differentiating instruction.

The *Literacy First* process has been implemented school wide. It is mainly utilized in pre-kindergarten through third grades where students need to develop a strong reading foundation. Then it may be continued in fourth through sixth grades as needed depending on each individual student. Students are divided into flexible skill groups and actively engaged in literacy centers based on their educational needs. Small group guided reading is an integral component for differentiating instruction. Guided reading, with the classroom teacher, paraprofessional, or reading specialist, happens in each grade level three to five times per week. During guided reading, strategies are taught and practiced based on assessment results. Students are working to improve the areas of reading they need to master. The following resources are used for guided reading: *Rigby Readers*, *National Geographic: Windows on Literacy*, theme books, and *Explorer*. The Bishop Library contains a wide variety of trade books that are in class sets. Teachers may use the trade books for guided reading, read alouds, and to read as a whole class. For the past three years Bishop School has worked with an educational consultant who is a literacy expert in using practical applications for teaching reading. The strategies learned have been implemented and the teachers continue to use them during reading instruction.

Spelling, writing and language are also integrated within the reading curriculum. The *Tampa Reads* program has been implemented school wide for our spelling curriculum. *Structured Language Basics* and *Mountain Language* are two resources utilized that reinforce phonics and grammar skills.

At Bishop School we know that differentiating reading instruction promotes success. Via literacy centers and guided reading activities, the teachers will continue to utilize the differentiation process to increase student learning in all areas of reading.

3. Mathematics:

The math curriculum at Bishop School is developmentally appropriate as it provides concrete experiences for a strong foundation and builds upon these experiences to develop proficient mathematical thinkers. The teachers work collaboratively to create lessons based on assessment results to improve and reinforce math skills. For the past six years *Everyday Mathematics* has been the primary resource for math instruction. The district has adopted it again because it correlates with Oklahoma PASS and the National Council of Teachers of Math (NCTM) National Standards. At Bishop we know that math instruction must go above and beyond the minimum set by the state of Oklahoma. Therefore, it is advantageous to use *Everyday Mathematics* as we make the transition to the Common Core Standards.

Everyday Mathematics is a rigorous program that incorporates hands-on activities and real-world applications. Math concepts are continuously reviewed in a spiral manner to ensure understanding. During the math block of time students are actively engaged in the use of manipulatives that can introduce and reinforce math skills. In addition, the teachers use the suggested accommodations provided by *Everyday Mathematics* to assist with individualizing instruction. In all grades math is taught in small flexible groups or whole group lessons that are applicable to the needs of the students. A math coach has been working with the math teachers for the past several years to help increase the use of higher level thinking skills and hands-on activities. The teachers utilize Bloom's Taxonomy to assure higher level thinking skills are included within the lessons.

Additional resources in the math program at Bishop include *Mountain Math*, Accelerated Math, and magazines such as: *Scholastic: Math* and *DynaMath*. *Mountain Math* is a flexible teaching tool used by the teachers to reinforce and increase retention of math concepts. The Accelerated Math program assists the teachers in differentiating the math instruction. Students work on Accelerated Math at an individualized pace based on their instructional needs. *Scholastic: Math* and *DynaMath* magazines are incorporated into math lessons to help students apply math concepts to real-world situations. They also provide the teachers with activities and extensions that correlate with NCTM's national standards. It is our goal at Bishop School to equip the students with the skills they need to become mathematical thinkers in the real-world. Participation in a math program that embraces high expectations and differentiation of instruction makes the goal obtainable for all students.

4. Additional Curriculum Area:

Technology is a significant component of the curriculum at Bishop School. We have various research-based computer programs that provide assessment and individualized instruction for enrichment or remediation. Computers are in every classroom, and two computer labs are accessible to the students several times per week. Third through sixth grade classrooms are equipped with a smart board and an elmo to facilitate technology in the classroom. Although pre-kindergarten through second grades do not have smart boards, they incorporate technology via computers, overhead projectors, televisions and DVD players. Calculators, appropriate for grade-level, are supplied in every classroom. We also have eleven palm pilots that are used for testing purposes in kindergarten through third grades. The use of technological devices serves as a benefit to teachers as they incorporate a modernistic approach in their instruction.

At Bishop School computer programs are often utilized for assessment because they allow teachers to quickly view the academic status of a student. Then instruction can be differentiated as soon as possible. The computer programs that are applicable to reading assessment are *Dynamic Indicators of Basic Early Literacy Skills (DIBELS)*, Reading Plus, Renaissance Learning: STAR Reading and STAR Early Literacy, Academy of Reading and Measures of Academic Progress (MAPS). The computer programs employed for math assessment are Renaissance Learning: STAR Math, Academy of Math, MAPS and Math Facts in a Flash. Results from the assessments are used in conjunction with formative tests, benchmark tests and state mandated tests to organize lessons that meet the needs of the students.

After completing assessments and organizing instruction, the teachers use other programs to enrich or remediate based on student need. For example, Destinations Reading and Math is used to hone in on specific skills. Teachers assign particular skill lessons to the students. The lessons can be practiced on a computer by an individual student or on the smart board as a whole class. Reading Plus places the students at their reading level then provides practice to develop fluency and comprehension skills. Another program that has proven to be beneficial for intervention is Academy of Reading and Math. Students are assessed and placed at their level to work on refining reading and math skills. Study Island is an additional resource that students use to practice specific skills for state mandated tests. Technology combined with explicit individualized instruction and high expectations provide all students the opportunity to learn.

5. Instructional Methods:

Differentiating instruction is a predominant component of the instructional methods at Bishop Elementary School. Our mission statement states that we "will educate all students," and our vision statement states that we "will provide all students in every classroom an opportunity to learn." At Bishop School we believe that all of

the students can learn, but in different ways. To adhere to our vision and mission statements it is imperative to differentiate instruction for every student.

Based on assessment results the teachers find student learning variances. Then they begin instruction at the students' level and work to increase academic achievement. To differentiate lessons students are placed in flexible groups heterogeneously. Instruction for each group is effectively organized based on the readiness level and interest level of the students. During the groups, students are encouraged to think for themselves, as they are engaged in challenging activities. A hands-on approach with the use of manipulatives is a key component of flexible groups in every subject area. In addition, computer programs are used for differentiation to enrich or remediate when needed. The levels of the software ranges from first grade through twelfth grade which makes differentiation attainable for all students when they are in the computer lab.

Special Education students are mainstreamed into regular classrooms. Students on an IEP are expected to work at grade level with modifications such as calculators, extended work time and redirection to stay on task. Collaborative teaching happens between the special education and regular classroom teachers to ensure adequate modifications and IEP goals are met.

Tutoring during school hours and after school is available for all students. Students are grouped according to the skills they need to master. Then additional certified teachers go into the classrooms at various times to work with groups of students on particular skills. Teachers also stay after school two to three days per week to work as tutors. During after school tutoring the students may work on the computer to practice skills or work with a teacher in a small group. According to Bishop's past assessment data, tutoring has proven to raise the achievement levels of many students.

We know that decreasing the achievement gaps among all subgroups is important, and differentiated instruction is the key. Maintaining high academic standards while employing effective teachers and a challenging curriculum makes it possible for us to bridge achievement gaps among Bishop's entire student population.

6. Professional Development:

One major key for success in the classroom is high-quality, data-driven professional development. Each year the faculty and staff at Bishop School participate in the most up-to-date, scientific-based professional development available, and analyzing assessment data is a major component of that process.

The professional development committee and the teachers analyze the student assessment data several times throughout each year. Then they compare the data results to the Title I goals and academic standards to determine strengths and weaknesses. Next, the teachers are canvassed to assist in the decision making process concerning which type of professional development would be most beneficial for closing achievement gaps. Once a decision is made, the committee recruits professional consultants to provide high-quality professional development that will motivate the teachers and make a positive impact on student achievement.

Flexible grouping, based on student need, is a major aspect of the *Literacy First* process. Therefore, *Literacy First* training has attributed immensely to differentiating instruction in every classroom. Even the math teachers have taken what they learned about differentiation from *Literacy First* and applied it to their instruction. The most recent professional development we have had is *Max Teaching*, by Dr. Mark Forget. It incorporates higher-level thinking in all content areas, and it is designed to enrich and remediate while raising test scores of all students. The teachers have embraced and implemented the applications of *Max Teaching* within their lessons, which has proven to be an asset to student learning.

Providing the teachers with on-going professional development via math and reading consultants for the past few years has yielded positive results. The consultants have worked with the teachers to plan lessons and instruct students. The reading consultant assisted in the process of implementing guided reading. Although she is no longer at Bishop, the teachers continue to incorporate the guided reading process daily. Since Oklahoma is moving to the National Standards, we are continuing to work with the math consultant this year and next year. She has been assisting with executing higher-level thinking skills into math lessons.

At Bishop School all of the faculty and staff are highly qualified, immensely dedicated and extremely motivated. It is our goal to maintain the maximum standard possible to ensure effective academic instruction for

all students. Through active participation in high-quality professional development, the teachers will continue to be confident educators as they deliver first-rate instruction to increase student achievement.

7. School Leadership:

Bishop School's vision states that we "will provide all students in every classroom an opportunity to learn. All faculty and staff will set high expectations of achievement and clear standards of conduct for all learners." The mission states that we "will educate all students." These statements reflect the quality of leadership and collaboration at Bishop that is imperative to increasing student achievement. It is our leadership philosophy that all students can learn and attain high levels of academic achievement. The role of the principal combined with the structure of school leadership works as a means to create a positive atmosphere that promotes learning.

The principal is the instructional leader at Bishop. His enthusiastic demeanor filters into the classrooms as he finds avenues to encourage and motivate the teachers and students. He is highly visible and available, which has established an open-door policy for students, parents, teachers and staff. The principal utilizes a data-driven approach for monitoring and effectively planning the short- and long-term school goals to increase student achievement. He values the importance of supporting highly-qualified teachers and staff while providing a safe, secure learning and working environment to meet the needs of our diverse student population.

The structure of school leadership at Bishop involves a threefold ideology which consists of collaborative effort, data-driven professional development and instruction, and high expectations for quality instruction that accelerates student achievement. Effective collaboration between the school board, administration, teachers, staff and parents encourages student success and builds common values and goals. We have a school planning team that includes teachers from various grade levels, a reading specialist and Title I teacher. They work collaboratively with the principal and other teachers in grade-level meetings to analyze data results and effectively plan instruction. Via data analysis and investigation the planning team ensures all professional development, instructional programs and resources are research-based and focus on increasing student achievement. High expectations for instruction and achievement are clearly defined in grade-level meetings. The teachers and staff constantly strive to meet the expectations set forth, as they differentiate classroom instruction to meet the needs of each student.

Bishop School has one common goal shared by everyone from the superintendent to the parents: raising educational standards to maintain excellence, while increasing student achievement to the highest level possible. We are making constant improvements toward our goal through collaboration and high-quality professional development that focuses on teaching and learning.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Oklahoma Core Curriculum Tests

Edition/Publication Year: 2005-2010 Publisher: Harcourt/Riverside

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
%Proficient plus % Advanced	82	78	98	80	70
% Proficient	26	32	42	25	13
Number of students tested	50	37	36	20	23
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	7	2	3	1	0
Percent of students alternatively assessed	7	19	12	20	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
%Proficient plus % Advanced	83	71	95		70
% Proficient	26	19	40		10
Number of students tested	23	21	20		10
2. African American Students					
%Proficient plus % Advanced	70	50	92		
% Proficient	10	40	15		
Number of students tested	20	10	13		
3. Hispanic or Latino Students					
%Proficient plus % Advanced					
% Proficient					
Number of students tested					
4. Special Education Students					
%Proficient plus % Advanced					
% Proficient					
Number of students tested					
5. English Language Learner Students					
%Proficient plus % Advanced					
% Proficient					
Number of students tested					
6. Caucasian					
%Proficient plus % Advanced	95	94	100	84	71
% Proficient	42	38	40	38	14
Number of students tested	19	16	15	13	14
NOTES: Alternate assessments are given to students on an IEP who meet certain criteria for taking a modified test with or without accommodations.					

110K2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Oklahoma Core Curriculum Tests

Edition/Publication Year: 2005-2010 Publisher: Harcourt/Riverside

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
%Proficient plus %Advanced	90	100	98	95	87
%Advanced	0	14	6	5	0
Number of students tested	49	37	36	20	23
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	8	1	3	2	0
Percent of students alternatively assessed	6	2	12	10	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
%Proficient plus %Advanced	86	100	95		80
%Advanced	0	19	0		0
Number of students tested	22	21	20		10
2. African American Students					
%Proficient plus %Advanced	75	100	92		
%Advanced	0	10	0		
Number of students tested	20	10	13		
3. Hispanic or Latino Students					
%Proficient plus %Advanced	100				
%Advanced	0				
Number of students tested	10				
4. Special Education Students					
%Proficient plus %Advanced					
%Advanced					
Number of students tested					
5. English Language Learner Students					
%Proficient plus %Advanced					
%Advanced					
Number of students tested					
6. Caucasian					
%Proficient plus %Advanced	100	100	100	93	86
%Advanced	0	13	13	89	0
Number of students tested	18	16	15	13	14
NOTES: Alternate assessments are given to students on an IEP who meet certain criteria for taking a modified test with or without accommodations.					

11OK2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Oklahoma Core Curriculum Tests

Edition/Publication Year: 2005-2010 Publisher: Harcourt/Riverside

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	86	87	100	90	85
% Proficient	22	39	46	11	12
Number of students tested	45	44	24	19	26
Percent of total students tested	99	100	100	100	100
Number of students alternatively assessed	2	3	0	3	0
Percent of students alternatively assessed	23	15	0	6	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient plus % Advanced	83	84	100		85
% Proficient	24	28	36		14
Number of students tested	29	25	14		14
2. African American Students					
% Proficient plus % Advanced	83	81	100		
% Proficient	25	25	20		
Number of students tested	12	16	10		
3. Hispanic or Latino Students					
% Proficient plus % Advanced	90				
% Proficient	30				
Number of students tested	10				
4. Special Education Students					
% Proficient plus % Advanced					
% Proficient					
Number of students tested					
5. English Language Learner Students					
% Proficient plus % Advanced					
% Proficient					
Number of students tested					
6. Caucasian					
% Proficient plus % Advanced	89	84	100		93
% Proficient	21	37	64		14
Number of students tested	19	19	11		14
NOTES: Alternate assessments are given to students on an IEP who meet certain criteria for taking a modified test with or without accommodations.					

11OK2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Oklahoma Core Curriculum Tests

Edition/Publication Year: 2005-2010 Publisher: Harcourt/Riverside

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus %Advanced	80	86	100	90	89
% Proficient	2	11	16	5	8
Number of students tested	45	44	25	20	26
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	3	0	2	0
Percent of students alternatively assessed	23	15	0	10	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient plus %Advanced	72	80	100		85
% Proficient	39	16	13		14
Number of students tested	29	25	15		14
2. African American Students					
% Proficient plus %Advanced	75	100	100	90	
% Proficient	0	19	0	10	
Number of students tested	12	16	10	10	
3. Hispanic or Latino Students					
% Proficient plus %Advanced	80				
% Proficient	0				
Number of students tested	10				
4. Special Education Students					
% Proficient plus %Advanced					
% Proficient					
Number of students tested					
5. English Language Learner Students					
% Proficient plus %Advanced					
% Proficient					
Number of students tested					
6. Caucasian					
% Proficient plus %Advanced	89	73	100		93
% Proficient	5	5	33		0
Number of students tested	19	19	12		14
NOTES: Alternate assessments are given to students on an IEP who meet certain criteria for taking a modified test with or without accommodations.					

11OK2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Oklahoma Core Curriculum Tests

Edition/Publication Year: 2005-2010 Publisher: Harcourt/Riverside

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	83	91	100	100	80
% Proficient	51	63	67	57	20
Number of students tested	47	32	33	14	25
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	4	2	2	4	0
Percent of students alternatively assessed	12	16	17	4	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient plus % Advanced	84	90	100		
% Proficient	38	55	53		
Number of students tested	26	20	17		
2. African American Students					
% Proficient plus % Advanced	79	82	100		
% Proficient	53	64	70		
Number of students tested	19	11	10		
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Proficient					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Proficient					
Number of students tested					
5. English Language Learner Students					
% Proficient plus % Advanced					
% Proficient					
Number of students tested					
6. Caucasian					
% Proficient plus % Advanced	75	93	100		80
% Proficient	50	64	60		27
Number of students tested	16	14	15		15
NOTES: Alternate assessments are given to students on an IEP who meet certain criteria for taking a modified test with or without accommodations.					

11OK2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Oklahoma Core Curriculum Tests

Edition/Publication Year: 2005-2010 Publisher: Harcourt/Riverside

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
%Proficient plus % Advanced	86	87	100	93	92
% Advanced	10	10	16	0	16
Number of students tested	49	30	32	14	25
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	4	4	3	3	0
Percent of students alternatively assessed	12	8	9	21	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
%Proficient plus % Advanced	85	89	100		
% Advanced	11	6	12		
Number of students tested	27	18	17		
2. African American Students					
%Proficient plus % Advanced	90	80	100		
% Advanced	10	10	20		
Number of students tested	20	10	10		
3. Hispanic or Latino Students					
%Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
%Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. English Language Learner Students					
%Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Caucasian					
%Proficient plus % Advanced	77	84	100		86
% Advanced	6	15	14		13
Number of students tested	17	13	14		15
NOTES: Alternate assessments are given to students on an IEP who meet certain criteria for taking a modified test with or without accommodations.					

11OK2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: Oklahoma Core Curriculum Tests

Edition/Publication Year: 2005-2010 Publisher: Harcourt/Riverside

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	100	100	100	100	83
% Proficient	80	77	77	29	30
Number of students tested	30	31	31	14	30
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	2	4	2	0
Percent of students alternatively assessed	10	16	8	7	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient plus % Advanced	100	100	100		71
% Proficient	72	67	71		18
Number of students tested	18	12	17		17
2. African American Students					
% Proficient plus % Advanced			100		92
% Proficient			67		25
Number of students tested			12		12
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Proficient					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Proficient					
Number of students tested					
5. English Language Learner Students					
% Proficient plus % Advanced					
% Proficient					
Number of students tested					
6. Caucasian					
% Proficient plus % Advanced	100	100	100		82
% Proficient	93	87	87		18
Number of students tested	15	15	15		11
NOTES: Alternate assessments are given to students on an IEP who meet certain criteria for taking a modified test with or without accommodations.					

11OK2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: Oklahoma Core Curriculum Tests

Edition/Publication Year: 2005-2010 Publisher: Harcourt/Riverside

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	76	97	90	100	90
% Proficient	23	17	31	20	17
Number of students tested	30	30	32	10	30
Percent of total students tested	99	100	99	100	100
Number of students alternatively assessed	4	2	2	1	0
Percent of students alternatively assessed	8	6	6	10	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient plus % Advanced	67	100	83		83
% Proficient	28	25	18		18
Number of students tested	18	12	17		17
2. African American Students					
% Proficient plus % Advanced			83		100
% Proficient			8		8
Number of students tested			12		12
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Proficient					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Proficient					
Number of students tested					
5. English Language Learner Students					
% Proficient plus % Advanced					
% Proficient					
Number of students tested					
6. Caucasian					
% Proficient plus % Advanced	87	100	100		100
% Proficient	27	14	44		18
Number of students tested	15	14	16		11
NOTES: Alternate assessments are given to students on an IEP who meet certain criteria for taking a modified test with or without accommodations.					

11OK2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: School Average

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	88	89	100	93	80
% Proficient	45	37	58	31	19
Number of students tested	172	144	124	67	77
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	16	7	7	4	0
Percent of students alternatively assessed	13	9	9	10	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient plus % Advanced	88	86	99		69
% Proficient	40	42	81		17
Number of students tested	96	78	68		45
2. African American Students					
% Proficient plus % Advanced	83	78	98	89	85
% Proficient	39	51	43	29	6
Number of students tested	69	45	45	26	29
3. Hispanic or Latino Students					
% Proficient plus % Advanced	95	72			
% Proficient	23	24			
Number of students tested	24	13			
4. Special Education Students					
% Proficient plus % Advanced	90	87			65
% Proficient	22	36			5
Number of students tested	18	23			15
5. English Language Learner Students					
% Proficient plus % Advanced					
% Proficient					
Number of students tested					
6. Caucasian					
% Proficient plus % Advanced	90	93	100	96	82
% Proficient	52	57	63	30	18
Number of students tested	69	64	56	31	54
NOTES: Alternate assessments are given to students on an IEP who meet certain criteria for taking a modified test with or without accommodations. Areas of data with low numbers of students are left blank.					

11OK2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: School Average

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	83	93	96	95	90
% Proficient	9	13	17	8	10
Number of students tested	173	141	125	64	104
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	18	10	8	8	0
Percent of students alternatively assessed	12	8	7	13	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient plus % Advanced	78	92	95		87
% Proficient	11	17	11		8
Number of students tested	96	76	69		45
2. African American Students					
% Proficient plus % Advanced	80	92	94	73	95
% Proficient	8	16	7	3	24
Number of students tested	61	44	45	21	29
3. Hispanic or Latino Students					
% Proficient plus % Advanced	62	67			
% Proficient	8	10			
Number of students tested	24	15			
4. Special Education Students					
% Proficient plus % Advanced	39	87			70
% Proficient	8	3			0
Number of students tested	19	20			12
5. English Language Learner Students					
% Proficient plus % Advanced					
% Proficient					
Number of students tested					
6. Caucasian					
% Proficient plus % Advanced	88	89	100	95	91
% Proficient	10	12	26	5	8
Number of students tested	69	62	57	34	54
NOTES: Alternate assessments are given to students on an IEP who meet certain criteria for taking a modified test with or without accommodations. Areas of data with low numbers of students are left blank.					

11OK2